DURKIN, D. What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 1978-1979, *15*, 481-533.

STALLINGS, J. Allocated academic learning time revisited, or beyond time on task. *Education Research*, 1980, *9*, 11-16.

Index to *Reading Research Quarterly*—Volume XVIII

BY AUTHOR

ADAMS, ABBY, CARNINE, DOUGLAS, & GERSTEN, RUSSELL. Instructional strategies for studying content area texts in the intermediate grades. No. 1, 27-55.

ALLINGTON, RICHARD L. (See Johnston, Peter H.)

ANDERSON, RICHARD C. (See Freebody, Peter).

BACKMAN, JOAN. The role of psycholinguistic skills in reading acquisition: A look at early readers. No. 4, 466-479.

BJÖRNSSON, CARL H. Readability of newspapers in 11 languages. No. 4, 480-497.

CARNINE, DOUGLAS. (See Adams, Abby *et al.*)

CARNINE, DOUGLAS. (See Patching, William *et al.*)

CARVER, RONALD P. Is reading rate constant or flexible? No. 2, 190-215.

CARVER, RONALD P. Optimal rate of reading prose. No. 1, 56-88.

CHANG, FREDERICK R. Mental processes in reading: A methodological review. No. 2, 216-230.

COLVIN, GEOFF. (See Patching, William *et al.*)

COOKE, CHERYL L. (See Graves, Michael F. *et al.*)

CZIKO, GARY A. Another response to Shanahan, Kamil, and Tobin: Further reasons to keep the cloze case open (Commentary). No. 3, 361-364.

DENO, STANLEY L. (See Fuchs, Lynn S. *et al.*)

FREEBODY, PETER & ANDERSON, RICHARD C. Effects of vocabulary difficulty, text cohesion, and schema availability on reading comprehension. No. 3, 277-294.

FUCHS, DOUGLAS. (See Fuchs, Lynn S. *et al.*)

FUCHS, LYNN S., FUCHS, DOUGLAS, & DENO, STANLEY L. Reliability and validity of curriculum-based Informal Reading Inventories. No. 1, 6-26.

FURLIN, KAREN R. (See Haber, Lyn R. *et al.*)

GARNER, RUTH, WAGONER, SHIRLEY, & SMITH, TERRIE. Externalizing question-answering strategies of good and poor comprehenders. No. 4, 439-447.

GERSTEN, RUSSELL. (See Adams, Abby *et al.*)

GERSTEN, RUSSELL. (See Patching, William *et al.*)

GEVA, ESTHER. Facilitating reading comprehension through flowcharting. No. 4, 384-405.

GORMLEY, KATHLEEN. (See Marr, Mary Beth.)

GRAVES, MICHAEL F., COOKE, CHERYL L., & LABERGE, MICHAEL J. Effects of previewing difficult short stories on low ability junior high school students' comprehension, recall, and attitudes. No. 3, 262-276.

HABER, LYN, R., HABER, RALPH NORMAN, & FURLIN, KAREN R. Word length and word shape as sources of information in reading. No. 2, 165-189.

HABER, RALPH NORMAN. (See Haber, Lyn R. *et al.*)

DURKIN, D. What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 1978-1979, *15*, 481-533.

STALLINGS, J. Allocated academic learning time revisited, or beyond time on task. *Education Research*, 1980, *9*, 11-16.

Index to *Reading Research Quarterly*—Volume XVIII

BY AUTHOR

ADAMS, ABBY, CARNINE, DOUGLAS, & GERSTEN, RUSSELL. Instructional strategies for studying content area texts in the intermediate grades. No. 1, 27-55.

ALLINGTON, RICHARD L. (See Johnston, Peter H.)

ANDERSON, RICHARD C. (See Freebody, Peter).

BACKMAN, JOAN. The role of psycholinguistic skills in reading acquisition: A look at early readers. No. 4, 466-479.

BJÖRNSSON, CARL H. Readability of newspapers in 11 languages. No. 4, 480-497.

CARNINE, DOUGLAS. (See Adams, Abby *et al.*)

CARNINE, DOUGLAS. (See Patching, William *et al.*)

CARVER, RONALD P. Is reading rate constant or flexible? No. 2, 190-215.

CARVER, RONALD P. Optimal rate of reading prose. No. 1, 56-88.

CHANG, FREDERICK R. Mental processes in reading: A methodological review. No. 2, 216-230.

COLVIN, GEOFF. (See Patching, William *et al.*)

COOKE, CHERYL L. (See Graves, Michael F. *et al.*)

CZIKO, GARY A. Another response to Shanahan, Kamil, and Tobin: Further reasons to keep the cloze case open (Commentary). No. 3, 361-364.

DENO, STANLEY L. (See Fuchs, Lynn S. *et al.*)

FREEBODY, PETER & ANDERSON, RICHARD C. Effects of vocabulary difficulty, text cohesion, and schema availability on reading comprehension. No. 3, 277-294.

FUCHS, DOUGLAS. (See Fuchs, Lynn S. *et al.*)

FUCHS, LYNN S., FUCHS, DOUGLAS, & DENO, STANLEY L. Reliability and validity of curriculum-based Informal Reading Inventories. No. 1, 6-26.

FURLIN, KAREN R. (See Haber, Lyn R. *et al.*)

GARNER, RUTH, WAGONER, SHIRLEY, & SMITH, TERRIE. Externalizing question-answering strategies of good and poor comprehenders. No. 4, 439-447.

GERSTEN, RUSSELL. (See Adams, Abby *et al.*)

GERSTEN, RUSSELL. (See Patching, William *et al.*)

GEVA, ESTHER. Facilitating reading comprehension through flowcharting. No. 4, 384-405.

GORMLEY, KATHLEEN. (See Marr, Mary Beth.)

GRAVES, MICHAEL F., COOKE, CHERYL L., & LABERGE, MICHAEL J. Effects of previewing difficult short stories on low ability junior high school students' comprehension, recall, and attitudes. No. 3, 262-276.

HABER, LYN, R., HABER, RALPH NORMAN, & FURLIN, KAREN R. Word length and word shape as sources of information in reading. No. 2, 165-189.

HABER, RALPH NORMAN. (See Haber, Lyn R. *et al.*)

HIEBERT, ELFRIEDA H. An examination of ability grouping for reading instruction. No. 2, 231-255.
JOHNSON, PEDER J. (See Martinez, Joseph G.R.)
JOHNSTON, PETER H., & ALLINGTON, RICHARD L. How sharp is a unicorn's horn? (Commentary). No. 4, 498-500.
JUEL, CONNIE. The development and use of mediated word identification. No. 3, 306-327.
KAMEENUI, EDWARD. (See Patching, William *et al.*)
LABERGE, MICHAEL J. (See Graves, Michael F. *et al.*)
LIPSON, MARJORIE YOUMANS. The influence of religious affiliation on children's memory for text information. No. 4, 448-457.
LUKASEVICH, ANN. (See Summers, Edward G.)
MARR, MARY BETH, & GORMLEY, KATHLEEN. Children's recall of familiar and unfamiliar text. No. 1, 89-104.
MARTINEZ, JOSEPH G.R., & JOHNSON, PEDER J. An analysis of reading proficiency and its relationship to complete and partial report performance. No. 1, 105-122.
MOORE, DAVID W., READENCE, JOHN E., & RICKELMAN, ROBERT J. An historical exploration of content area reading instruction. No. 4, 419-438.
O'SHEA, LAWRENCE J., & SINDELAR, PAUL T. The effects of segmenting written discourse on the reading comprehension of low- and high-performance readers. No. 4, 458-465.
PATCHING, WILLIAM, KAMEENUI, EDWARD, CARNINE, DOUGLAS, GERSTEN, RUSSELL, & COLVIN, GEOFF. Direct instruction in critical reading skills. No. 4, 406-418.
POLIN, RUTH M. (See Vinsonhaler, John S. *et al.*)
READENCE, JOHN E. (See Moore, David W. *et al.*)
RICKELMAN, ROBERT J. (See Moore, David W. *et al.*)
SCHWANTES, FREDERICK M. Relationship between context effects and mode of lexical access during word recognition. No. 3, 295-305.
SINDELAR, PAUL T. (See O'Shea, Lawrence J.)
SMITH, TERRIE. (See Garner, Ruth *et al.*)
SUMMERS, EDWARD G., & LUKASEVICH, ANN. Reading preferences of intermediate-grade children in relation to sex, community, and maturation (grade level): A Canadian perspective. No. 3, 347-360.
VINSONHALER, JOHN S., WEINSHANK, ANNETTE B., WAGNER, CHRISTIAN C., & POLIN, RUTH M. Diagnosing children with educational problems: Characteristics of reading and learning disabilities specialists, and classroom teachers. No. 2, 134-164.
WAGNER, CHRISTIAN C. (See Vinsonhaler, John S. *et al.*)
WAGONER, SHIRLEY. (See Garner, Ruth *et al.*)
WAGONER, SHIRLEY A. Comprehension monitoring: What it is and what we know about it. No. 3, 328-346.
WEINSHANK, ANNETTE B. (See Vinsonhaler, John S. *et al.*)

BY TITLE

An analysis of reading proficiency and its relationship to complete and partial report performance. Joseph G.R. Martinez & Peder J. Johnson. No. 1, 105-122.
Another response to Shanahan, Kamil, and Tobin: Further reasons to keep the cloze case open (Commentary). Gary A. Cziko. No. 3, 361-364.

Children's recall of familiar and unfamiliar text. Mary Beth Marr & Kathleen Gormley. No. 1, 89-104.

Comprehension monitoring: What it is and what we know about it. Shirley A. Wagoner. No. 3, 328-346.

The development and use of mediated word identification. Connie Juel. No. 3, 306-327.

Diagnosing children with educational problems: Characteristics of reading and learning disabilities specialists, and classroom teachers. John S. Vinsonhaler, Annette B. Weinshank, Christian C. Wagner, & Ruth M. Polin. No. 2, 134-164.

Direct instruction in critical reading skills. William Patching, Edward Kameenui, Douglas Carnine, Russell Gersten, & Geoff Colvin. No. 4, 406-418.

Effects of previewing difficult short stories on low ability junior high school students' comprehension, recall, and attitudes. Michael F. Graves, Cheryl L. Cooke, & Michael J. LaBerge. No. 3, 262-276.

The effects of segmenting written discourse on the reading comprehension of low- and high-performance readers. Lawrence J. O'Shea & Paul T. Sindelar. No. 4, 458-465.

Effects of vocabulary difficulty, text cohesion, and schema availability on reading comprehension. Peter Freebody & Richard C. Anderson. No. 3, 277-294.

An examination of ability grouping for reading instruction. Elfrieda H. Hiebert. No. 2, 231-255.

Externalizing question-answering strategies of good and poor comprehenders. Ruth Garner, Shirley Wagoner, & Terrie Smith. No. 4, 439-447.

Facilitating reading comprehension through flowcharting. Esther Geva. No. 4, 384-405.

An historical exploration of content area reading instruction. David W. Moore, John E. Readence, & Robert J. Rickelman. No. 4, 419-438.

How sharp is a unicorn's horn? (Commentary). Peter H. Johnston & Richard L. Allington, No. 4, 498-500.

The influence of religious affiliation on children's memory for text information. Marjorie Youmans Lipson. No. 4, 448-457.

Instructional strategies for studying content area texts in the intermediate grades. Abby Adams, Douglas Carnine, & Russell Gersten. No. 1, 27-55.

Is reading rate constant or flexible? Ronald P. Carver. No. 2, 190-215.

Mental processes in reading: A methodological review. Frederick R. Chang. No. 2, 216-230.

Optimal rate of reading prose. Ronald P. Carver. No. 1, 56-88.

Readability of newspapers in 11 languages. Carl H. Björnsson. No. 4, 480-497.

Reading preferences of intermediate-grade children in relation to sex, community, and maturation (grade level): A Canadian perspective. Edward G. Summers & Ann Lukasevich. No. 3, 347-361.

Relationship between context effects and mode of lexical access during word recognition. Frederick M. Schwantes. No. 3, 295-305.

Reliability and validity of curriculum-based Informal Reading Inventories. Lynn S. Fuchs, Douglas Fuchs, & Stanley L. Deno. No. 1, 6-26.

The role of psycholinguistic skills in reading acquisition: A look at early readers. Joan Backman. No. 4, 466-479.

Word length and word shape as sources of information in reading. Lyn R. Haber, Ralph Norman Haber, & Karen R. Furlin. No. 2, 165-189.